Vol. 14 No. 1 January–March 1992

1 Editorial

Innovations and Developments

3 Content analysis of school textbooks: the case of a technology-oriented curriculum
Amos Dreyfus

13 Adapting physics curriculum materials across a language barrier: a feasibility study
M. Finegold

25 Improving primary school teachers' understanding of science concepts – theory into practice
Mike Summers

Research Reports

41 Patterns of group behaviour in open-ended problem solving in science classes of 15-year-old students in England
Christopher Gayford

51 Thinking about theories or thinking with theories?: a classroom study with natural selection
María Pilar Jiménez-Aleixandre

63 Motion implies force: where to expect vestiges of the misconception?
Igal Galili and Varda Bar

83 The effects of concept requirements and task contexts on pupils' performance in control of variables
Jinwoong Song and Paul J. Black

95 Science teachers as innovators using indigenous resources
June M. George

111 Is teacher-reflected epistemology a source of conceptual difficulty in physics?
Cedric J. Linder

123 Corrigendum

Vol. 14 No. 2 April–June 1992

Innovations and Developments

127 Using a mobile unit for in-service training of teachers in biotechnology
A. Riggs

137 The CASE results: implications for science teaching
Philip Adey

Research Reports

147 Improving student achievement in the topic of chemical energy by implementing new learning materials and strategies
Ita Cohen and Ruth Ben-Zvi

157 An attempt to remove misconceptions related to electricity
A. B. Saxena

163 Girls' interactions with teachers in mixed physics classes: results of classroom observation
Keith S. Taber

181 Modern physics and students' conceptions
Helmut Fischler and Michael Lichtfeldt

191 The third planet
Jorma Ojala

201 A causal framework for analysing alternative conceptions
Rufina Gutierrez and Jon Ogborn

221 Children's understanding of sugar water solutions
M. Slone and F. D. Bokhurst

Vol. 14 No. 3 July–September 1992

General Articles

237 Meaningful understanding of direct proportionality and consistency across different tasks among preservice science teachers
Yap Kueh Chin

249 School science curriculum reforms in Malaysia: world influences and national context
Molly N. N. Lee

265 Authentic science and school science
P. James Gaskell

Innovations and Developments

273 Children's informal learning at an interactive science centre
Catherine Tuckey

Research Reports

279 Spontaneous reasoning on the propagation of visible mechanical signals
L. Maurines

295 Students' thinking in relation to pressure–volume changes of a fixed amount of air: the semi-quantitative context
K. C. de Berg

305 An interpretation of assessment methods in middle school science
Anthony W. Lorsbach, Kenneth Tobin, Carol Briscoe and Sarah Ulerick LaMaster

319 Assessment of science practical skills in Omani 12th-grade students
R. S. Al Busaidi, R. T. Allsop and R. J. Lock

331 Young children's perceptions of science and the scientist
Douglas P. Newton and Lynn D. Newton

349 'Better learning'
Beverley Bell and John Pearson

Book Reviews

363 SAME Papers 1990
Edited by A. Begg, B. Bell, F. Biddulph, M. Carr J. McChesney and J. Loveridge
Reviewed by *Mike Watts*

363 The Teaching of Science
Professor Wynne Harlen
Reviewed by *Mary Priest*

364 Learning in Science viewed as Personal Construction: An Australasian Perspective
Edited by J. Northfield and D. Symington
Reviewed by *Kate Johnston*

366 Erratum

Vol. 14 No. 4 October–December 1992

General Article

367 The internal assessment of practical skills in science in England and Wales, 1960–1991: some issues in historical perspective
A. S. Buchan and E. W. Jenkins

Research Reports

381 Characteristics of laboratory exercises included in science textbooks in Catalonia (Spain)
Pinchas Tamir and Maria Pilar-Garcia

393 Independent research projects in school science: case studies of autonomous behaviour
R. Tytler

413 Science teachers' use of analogies: observations from classroom practice
David F. Treagust, Reinders Duit, Paul Joslin and Ivo Lindauer

423 Primary science teachers' understandings of electric current
Paul Webb

431 The classroom discussion of science-based social issues presented on television: knowledge, attitudes and values
Joan Solomon

445 Gender, science choice and achievement: a Maltese perspective
Frank Ventura

463 Uncovering hierarchies in science assessment tasks
Sandra Daniels and Martin Braund

475 Students' reasoning about the superposition of electric fields
L. Viennot and S. Rainson

Vol. 14 No. 5 1992

Special Issue:
Research in Science Education

489 Editorial

491 Research and the development of science in the primary school
Wynne Harlen

505 Science education at first degree level
Peter J. Fensham

515 An awareness of epistemological assumptions: the case of gender studies
Mairèad Dunne and Jayne Johnston

527 Gender studies: some methodological and theoretical issues
R. G. Hacker

541 In search of a meaningful relationship: an exploration of some issues relating to integration in science and science education
Derek Hodson

563 The interface between science education and technology education
John K. Gilbert

579 Language, culture and science education
Elizabeth McKinley, Pauline McPherson Waiti and Beverley Bell